

## **Explanation of Key Assessment Descriptors.**

The Key Assessment Indicators have been devised for each Year group based on the National Curriculum

### **Outline:**

The indicators for reading have been based around key areas to teach reading effectively. These have been

	Word Reading – Fluency and Decoding.
	Comprehension – (A) Range of Reading.
	Comprehension – (B) Familiarity of Texts.
	Comprehension – (C) Poetry and Performance
	Comprehension – (D) Word Meanings
	Comprehension – (E) Understanding
	Comprehension – (F) Inference
	Comprehension – (G) Prediction
	Comprehension – (H) Authorial Intent
	Comprehension – (I) Non fiction
	Comprehension – (J) Discussing Reading
	Greater Depth Statements (Focus Education)

## **Evidence from Research.**

The major research-derived strategies for improving reading:

- encourage extensive reading;
- teach decoding, with an emphasis on morphology;
- provide explicit work on sight vocabulary;
- teach the use of context cues and monitoring meaning;
- teach vocabulary;
- encourage readers to ask their own ‘Why?’ questions of a text;
- teach self-regulated comprehension strategies, for example:  
prior knowledge activation;  
question generation;  
construction of mental images during reading;
- summarisation;
- analysing text into story grammar and non-fiction genre components;
- encourage reciprocal teaching (teacher modelling of strategies + scaffolding for student independence);
- encourage transactional strategies (an approach based on readers exploring texts with their peers)

A further examination of 230 research studies on reading identified three important factors in the effectiveness

- ∅ Learning about words: vocabulary development and vocabulary instruction play an important role in
- ∅ Interacting with the text: comprehension is an active process that requires 'an intentional and thought
- ∅ Explicitly teaching strategies for reading comprehension:

Children make better progress in their reading when teachers provide direct instruction and design and  
(From National Reading Panel Report, 2000)

### **∅ Word Reading – Fluency & Decoding.**

Decoding is the ability to apply your knowledge of letter-sound relationships, including knowledge of le

Fluency is the ability to read a text accurately, quickly, and with expression. Fluency is important becau

Because fluent readers do not have to concentrate on decoding the words, they can focus their attentio

### **∅ Comprehension – (A) Range of Reading.**

The Importance of Reading Widely

Sharing lots of different kinds, or genres, of books with your child exposes him to different words, diffe

### **∅ Comprehension – (B) Familiarity with Texts.**

As children mature as readers, they begin to engage with a greater selection of books and texts. It is cri

### **∅ Comprehension – (C) Poetry and Performance.**

Poetry often uses devices such as meter and rhyme as an important part of the structure of the piece. '

### **∅ Comprehension – (D) Word meaning**

Vocabulary is the knowledge of words and word meanings. As Steven Stahl (2005) puts it, "Vocabulary

1. wide or extensive independent reading to expand word knowledge
2. instruction in specific words to enhance comprehension of texts containing those words
3. instruction in independent word-learning strategies, and
4. word consciousness and word-play activities to motivate and enhance learning.

### **∅ Comprehension – (E) Understanding**

Comprehension strategies are conscious plans — sets of steps that good readers use to make sense of

Monitoring comprehension

Students who are good at monitoring their comprehension know when they understand what they rea

Comprehension monitoring instruction teaches pupils to:

- ∅ Be aware of what they do understand
- ∅ Identify what they do not understand
- ∅ Use appropriate strategies to resolve problems in comprehension

Answering questions

Questions can be effective because they:

- ∅ Give pupils a purpose for reading
- ∅ Focus pupils' attention on what they are to learn
- ∅ Help pupils to think actively as they read
- ∅ Encourage pupils to monitor their comprehension
- ∅ Help pupils to review content and relate what they have learned to what they already know

Generating questions

By generating questions, pupils become aware of whether they can answer the questions and if they ui

Summarising

Summarising requires pupils to determine what is important in what they are reading and to put it into

- ∅ Identify or generate main ideas
- ∅ Connect the main or central ideas
- ∅ Eliminate unnecessary information
- ∅ Remember what they read

### **∅ Comprehension – (F) Inference**

Making an inference involves using what you know to make a guess about what you don't know, or rea

Why Is It Important?

Researchers have confirmed that thoughtful, active, proficient readers are metacognitive; they think at

∅ Comprehension – (G) Prediction

Effective readers use pictures, titles, headings, and text—as well as personal experiences—to make pre

The strategy of making predictions actively engages students and connects them to the text by asking t

Why Is It Important?

Making predictions activates students' prior knowledge about the text and helps them make connectio

∅ Comprehension – (H) Authorial Intent

Questions that ask us what the writer has done and why.

To answer these well the pupils need to read the text very carefully and try to put themselves in the wri

### **∅ Comprehension – (I) Non Fiction**

The early engagement of primary pupils with quality non-fiction texts has a positive effect on literacy a

Reading nonfiction helps pupils develop information literacy. This is a much needed skill in modern soci

∅ see the parts within the whole and their relationship,

∅ solve problems and think analytically,

∅ work in groups and communicate with others, and

∅ work independently and assume responsibility (Benson, 2002).

∅ Comprehension – (J) Discussing Reading

By modeling how fluent readers think about the text and problem solve as they read, we make the invi

Helping children find and make connections to stories and books requires them to relate the unfamiliar

1. Connecting the book to their own life experience

2. Connecting the book to other literature they have read
3. Connecting what they are reading to universal concepts

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m. A range of Indicators from different sources have been used in order to ensure that the Indicators ma

been used for each year group:

ence);  
and their teacher).

ctive teaching of reading comprehension:

Understanding what has been read.  
'...purposeful interaction between the reader and the text'.

Implement activities that support understanding.

Letter patterns, to correctly pronounce written words. Understanding these relationships gives children the  
...se it provides a bridge between word recognition and comprehension. When fluent readers read silently  
...on on what the text means. They can make connections among the ideas in the text and their background  
...rent kinds of images, and whole new worlds. While a love of reading of any sort is to be nurtured, when  
...ucial that they are supported in their endeavours to take on the multi-faceted reading demands of the c

This rhythm and rhyme helps the work stick in the minds of those who hear them. It can also be a great

knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how th

text. Comprehension strategy instruction helps students become purposeful, active readers who are in c  
...d and when they do not. They have strategies to "fix" problems in their understanding as the problems a

understand what they are reading. Pupils learn to ask themselves questions that require them to combine their own words. Instruction in summarising helps pupils:

reading between the lines. Readers who make inferences use the clues in the text along with their own experience to figure out their own thinking during reading. They can identify when and why the meaning of the text is unclear. Making predictions before they begin to read. Predicting involves thinking ahead while reading and anticipating information from the text. They tell themselves what they think might occur in the story. Using the text, students refine, revise, and verify their thoughts. Making connections between new information and what they already know. By making predictions about the text before they begin to read, they can think about the writer's place (i.e. 'read like a writer'). They need to think about what the writer was trying to communicate.

achievement, reading engagement and the ability to use the expository material pupils will encounter in the future. In a world where pupils can no longer memorise everything in school that they will need to know as adults. Instruction should focus on developing the skills and strategies that will help them succeed.

possible act of reading visible. Modeling encourages children to develop the "habits of mind" proficient readers use. Encouraging children to connect the text to their relevant prior knowledge. There are several comprehension strategies that help children build their understanding of the text.

the invisible act of reading visible. Modeling encourages children to develop the "habits of mind" p  
amiliar text to their relevant prior knowledge. There are several comprehension strategies that he

atch the current DFE/STA guidance document such as the Interim Assessment Frameworks. When comp

the ability to recognise familiar words quickly and to figure out words they haven't seen before. Although  
y, they recognise words automatically. They group words quickly to help them gain meaning from what  
rd knowledge. In other words, fluent readers recognise words and comprehend at the same time. Less f

a child only reads the same author or type of book, their growth and the benefits they gain may not be  
urriculum. In assessing children's progress and development as readers, there is consideration for a wide

way to improve language skills and word association in pupils. As pupils learn to rhyme, they will seek o

at word fits into the world." Vocabulary knowledge is not something that can ever be fully mastered; it i

control of their own reading comprehension.

arise. Research shows that instruction, even in the early years, can help students become better at moni

information from different segments of text. For example, pupils can be taught to ask main idea questions

experiences to help them figure out what is not directly said, making the text personal and memorable. He

near to them, and can use a variety of strategies to solve comprehension problems or deepen their understanding

of information and events in the text. After making predictions, students can read through the text and refine their thinking and predictions.

Before, during, and after reading, students use what they already know—as well as what they suppose might happen

and how he/she went about doing it.

higher education.

Instead, they must develop the skills to locate, evaluate, and use information. In other words, they must be

readers employ.

to become knowledgeable readers. Three are:

proficient readers employ.

Help children become knowledgeable readers. Three are:

iling the indicators – a cross referencing process was carried out against current materials. (Focus Educa

Children may sometimes figure out some of these relationships on their own, most children benefit from being read to. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are reading. Struggling readers, however, must focus their attention on figuring out the words, leaving them little attention for comprehension. Encouraging a broad range of reading horizons. The notion of range and variety play an increasingly important part in interacting with new words and new uses for existing words. This allows them to greatly expand their linguistic building blocks. Vocabulary instruction is something that expands and deepens over the course of a lifetime. Instruction in vocabulary involves monitoring their comprehension.

ions that relate to important information in a text.

Helping pupils make texts memorable will help them gain more personal pleasure from reading, read the text  
standing of a text.

predict, revise, and verify their predictions.

happen—to make connections to the text.

become information literature. To do this, pupils need the ability to:



tion – assessing without levels, NAHT (KPIs), Rising stars Progression documents, Interim Assessment Fr.

from explicit instruction in this area. Phonics is one approach to reading instruction that teaches students to read words as they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is often slow and laborious, but it can be a big advantage for them in the long term. Reading out loud is also helpful for understanding the meaning of text.

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ext more critically, and remember and apply what they have read.



ameworks.)

:he principles of letter-sound relationships, how to sound out words, and exceptions to the principles.

reading is choppy.

read equally across the range of text types but at different times will need to read more in one area tha

/ words. This is attributed to the rhythmic structure of the stanzas that help create a known context to n

d incidentally through indirect exposure to words and intentionally through explicit instruction in specifi







n another, as well as developing preferences and special interests within the range. Children will develop

new and unknown words. They are also introduced to words that sound alike but with different meanings

and word-learning strategies. According to Michael Graves (2000), there are four components of







p as readers if they experience personal involvement in reading. Reading for pleasure often begins as sh

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of an effective vocabulary program:







ared pleasures and emotional satisfaction arising from reading with an adult or experienced reader. Pro







vision of a rich reading programme that enables shared experiences and the opport